

Approaches to Conceptualizing Cultural Competence

A large body of knowledge exists regarding ways to think about cultural competence. The following authors are highlighted because of their scope and substance, their frequent citation in the literature, and the consensus validation of their ideas and perspectives in the works of many other authors:

Cross, Bazron, and Isaacs discuss how the process of cultural competence progresses along a continuum that ranges from cultural destructiveness to proficiency.

Campinha-Bacote outlines five components of cultural competence: awareness, knowledge, skill, encounters, and desire.

Carballeira introduces the "LIVE & LEARN" model where "LIVE" stands for Like, Inquire, Visit, and Experience, while "LEARN" stands for Listen, Evaluate, Acknowledge, Recommend, and Negotiate.

Leininger describes a Sunrise Model that includes seven dimensions:

1. Cultural values and lifeways,
2. Religious, philosophical, and spiritual beliefs;
3. Economic factors,
4. Educational factors,
5. Technological factors,
6. Kinship and social ties, and
7. Political and legal factors.

Davidhizar and Giger present a model of transcultural assessment that examines:

1. Communication,
2. Space,
3. Time,
4. Social organization,
5. Environmental control, and
6. Biological variations.